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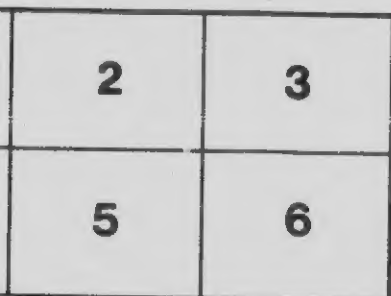
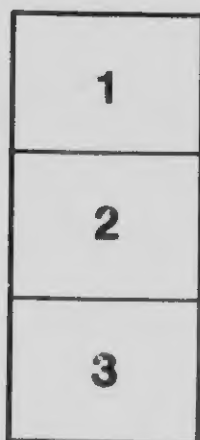
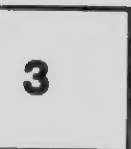
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Liberal Conserative

HAND BOOK

ON

.. Organization ..

AND

Qualification of Electors.



Issued by the Liberal-Conserative Union of Ontario,
for circulation among the friends and workers
of the Liberal-Conserative Party.

ROBT. BIRMINGHAM,

Sec.-Treas. L. C. U. Toronto.

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**TO THE
LIBERAL CONSERVATIVE PARTY.
OF ONTARIO.**

These hints are compiled for the use of our friends throughout the Province to aid in the systematizing of the canvass.

The Electoral Contest

may be divided into three periods :

First or Preliminary.

(1) The Candidate having been nominated, if Committees have not already been formed, they should at once be formed in every polling sub-division. If the polling division from any cause requires the formation of more than one Committee, it should be sub-divided and a certain portion of it assigned to each Committee, the Voters' List for the Division being in like manner apportioned.

(2) The Committee having been formed, should at once obtain copies, say half a dozen, of the List of Voters as FINALLY REVISED by the REVISING OFFICER, and it must be remembered the lists for the Local House should not be used, as they are not the same as those used for the House of Commons. These lists should be kept for use until the fate of the contest is decided.

(3) The List of Voters having been obtained, the names should be carefully gone over, and an endeavor made to classify the voters under these heads :

1. THOSE CERTAIN TO VOTE FOR OUR CANDIDATE (none should be so marked without good reason ; there is no more fatal error committed than ASSUMING without KNOWING that an elector is favorable).
2. Those whom it is useless to canvass and may be put down AGAINST US. (Here again it is well that doubtful voters should be seen before being put down as against us).
3. THE DOUBTFUL.
4. THE NON-RESIDENTS.

(4) Those classed "Doubtful" should be assigned to one or more of the friends who have most influence over them, and these men should make it their business at once to call and see the doubtful electors. It is often, most generally, the doubtful elector who in close ridings settles the fate of the elections.

(5) The list of Non-Resident Voters should be sent to the officers of the Riding Association, or to the Candidate.

The Second or Intermediate Period

has now been reached. It is presumed that the Committees have settled well down to their work—that the canvassers are zealously performing the duties they have undertaken; are making a business of seeing such of the electors whom they have undertaken to see, and are in every way promoting the success of their Candidate.

(1) The Committee should, however, meet from time to time, again scrutinize the list, receive reports from the canvassers, note the result and ascertain how the work goes on. The returns (furnished for the purpose) should be filled up and sent to the Secretary of the Riding Association, or to the Manager of the Election, thus from time to time BRINGING DOWN THE RESULT OF THE CANVASS TO THE EVE OF THE DAY OF NOMINATION.

(2) During the canvass it will happen that some considered at first "certain" for or against, may be found, or it may be rumored that they are wavering. Immediate steps should be taken to have these Waverers seen to ascertain the cause of their supposed change of feeling, and to endeavor, if they have been hitherto classed as on our side, to recall them to their allegiance; if hitherto against us, to show how righteous is the light which is at length dawning upon them.

(8) By Nomination Day the Centre Organization should have returns made up to the last practicable hour, showing the result of the canvass so far.

The Third Period.

The real contest takes place, and the work is to be done after NOMINATION and before Polling Day, AND NOT AN HOUR IS TO BE LOST AFTER NOMINATION DAY IN COMMENCING TO DO THIS WORK. WHAT IS THE WORK THEN TO BE SEEN TO?

(1) The list of voters which each committee is charged with seeing after should once again be carefully gone over, for the purpose of ascertaining whether every voter, and more especially those considered doubtful, has been seen by some person who can speak positively as to what the doubtful man's feelings are; and if he is still undecided, another effort should be made to bring him around to support our candidate.

(2) For this purpose one or more who possess the most influence over him should undertake the duty of seeing the dubious elector.

(3) Next, INSIDE and OUTSIDE SCRUTINEERS should be appointed, two for each, four in all; and the written authority of the Candidate should be obtained for the Inside Scrutineers.

(a) If for any reason it is desirable that the services of a specially skilled or experienced scrutineer should be obtained for any particular polling divisions, application should be promptly made to the officers of the Riding Association or the Candidate.

(4) The list of voters should then be gone over and marked with the letter "S" opposite the names of those who are to be sworn. (See as to those who should be sworn, page 8.)

(5) One list of voters should be handed to the Inside Scrutineers and one to the Outside Scrutineers. Upon the latter the names of those who are expected to vote for our candidate should be marked, as it is the duty of the Outside Scrutineers, on the day of polling, to see that the voters who have not voted are sent after.

(6) BUT MOST IMPORTANT OF ALL, PROVISION MUST NOW BE MADE FOR BRINGING THE VOTERS TO THE POLLS ON THE POLLING DAY.

(a) A little careful consideration now by the Committee will prevent much confusion, loss of time and unnecessary driving on Polling Day, and may determine the election in our favor.

(b) There are many ways in which the arrangements for bringing the voters out may be made, and these are but suggestions. Ascertain who can bring out their teams, and let the man who takes out his team bring with him all the electors who live on the road he has to travel in coming to the poll.

- (c) Try and so arrange it that every man will be brought to the polls by one of those having a team as he himself comes to the poll, so that it will not be necessary to drive back again, perhaps over the same road that he has already travelled, in order to bring a voter who might just as well have been brought out at first.
- (d) Every elector who has not a team or is unable to take it out should be assigned to the care of some one who has, in order to make certain that his vote will be polled.
- (e) And a list of those to be brought by a particular person should be made out and handed to him.
- (7) The non-resident voter should, if not already seen to, be, without more loss of time, looked after.
- (8) The canvass should be briskly kept up, and our Candidate's meetings, or meetings at which our Candidate is to be represented, should be attended by all our friends.
- (9) If there is any reason to suspect that the other side will resort to bribing—and there is reason to believe that in the recent Local Elections money was freely used on the part of the SO-CALLED PARTY OF PURITY—means should be taken to prevent it by patrolling or otherwise guarding districts where it is suspected money will be used, so as, if possible, to prevent and at all events to detect the unlawful methods of our opponents.
- Be on your guard against strangers imported into the Constituency at the last hour (generally the day and the night before polling is the time for the Grit Briber to sneak around the concession lines to ply his nefarious trade—to disappear by daylight of polling day), and let it be understood that no Constituency captured by bribery will be allowed to remain with the enemy; but the Central Organization relies for information on the Local Committees.

CAMPAIGN LITERATURE.

The true history of every matter of interest in the contest will be provided in a readable shape and printed for general distribution. But although the UNION will make every effort to distribute this literature, the Polling Division Committee must, without a moment's delay, communicate with the Secretary-Treasurer of the UNION,

Mr. Robert Birmingham, 49 King St. West, Toronto, if it has not received its quota. But when received, the responsibility of distributing it rests with the Committee. For often important Campaign Documents, which have cost both time and money to prepare, are allowed to remain in unrolled heaps in committee rooms, while the electors are anxious for information on the very matters that are treated of in the papers which are intended for distribution.

THE FOLLOWING

HINTS

For the assistance of those appointed Scrutineers may be found useful.

WHO ARE ENTITLED TO VOTE.

GENERAL QUALIFICATIONS.

1. The only persons who can vote are persons whose names are on the Voter's Lists, as finally revised by the Judge or Revising Officer. *This is the first and indispensable qualification.*

2. He must be of the age of twenty-one years.

3. He must be by birth or naturalization a British subject.

The foregoing are essentials in the qualifications of all voters.

Indians.

Indians whose names are on the List of Voters are entitled to vote in this Province.

Persons not entitled to Vote, are

- (1) Judges.
- (2) Revising Officers.
- (3) The Returning Officer and his Election Clerk, but Deputy Returning Officers and Poll Clerks may vote.

(4) Any person who has been employed at the election or in reference thereto, in forwarding the same, and for which services he has been, is, or expects to be paid or remunerated.

(5) Any person bribed to vote or refrain from voting.

(6) Any person paid or who has been promised payment (a) for loss of time (b) travelling expenses (c) hire of team or other service connected with the election.

Appointment of Scrutineers or Agents.

During the week before polling day two intelligent persons for each polling sub-division should be appointed to act as agents at each polling station. The agents should be appointed by written authority, but if no agents have been appointed by the Candidate, any two electors friendly to him can undertake and perform the duties.

These agents are to act in the polling booth, and they should make themselves perfectly familiar with the contents of these hints. They should be furnished with a copy of the Voter's List; and on this list the names of those who are to be objected to and sworn should be marked. The Agent, therefore, would as a general thing only have to insist on the oath being administered.

The chief grounds of objections may thus be summarized:

(1) That the person presenting himself is not the person named, but is *personating some elector*. If the agent is not satisfied of the identity of the person tendering himself as a voter (and one at least of the agents should be well acquainted with all the electors of the sub-division), he should require that he be sworn.

(2) That he is not of age.

(3) That he is not a British subject.

(4) That the Voter has been engaged or performed services in connection with the election for which he has been paid or expects to be paid or rewarded.

(5) That he is suspected to have been bribed.

(6) That his travelling expenses have been paid or promised.

(7) That his team has been hired.

All but the first of these grounds of objection should be considered before polling day, and the Voters' List marked with the letter "S" before the name of each person who is to be sworn. The Agent, however, will have to be guided by circumstances as to who else should be sworn beyond those so marked.

Outside Scrutineers.

One or two persons, each provided with a Voters' List, should be stationed at the entrance of the polling booth, so as to keep track of those who have voted. Their names should be at once erased and those agents should, as electors come up, mark the names of voters to be hunted up and brought to the poll.

The success of our Candidate may depend upon how this work is done.

No time should be lost in securing and bringing the doubtful voters to the poll. A VOTE BEFORE 12 IS STILL EQUAL TO TWO VOTES AFTER 12.

Agents, both Inside and Outside as well, should be on the ground before 9 o'clock in the morning before the Poll opens. If not, bad votes may be slipped in. On no account should both the Scrutineers, either Inside or Outside, be away from their place during the day; one at least must remain and his lunch should be brought to him.

If Deputy Returning Officers, Poll Clerks or Agents have to be at a polling sub-division where they are not entitled to vote, they must procure from the Returning Officer a certificate entitling them to vote at the polling division at which they are to act. A form of certificate is to be had of the Central Organization. Without this certificate they cannot vote.

Oath.

The oath which an elector can be required to take is printed in the appendix for the information of any voter who may desire to know what he may have to swear before going into the polling booth.

It will be observed that no oath as to qualification beyond that the voter is of age and that he is a British subject, is required.

Any person who presents himself claiming the right to vote on the Returning Officer's certificate on the pretence

that he is acting as agent for the opposing Candidate should, before being allowed to vote, be sworn, as in many cases persons who would not dare to present themselves to vote where they are known take these means of slipping in their vote without running the risk of being sworn.

Voters Unable to Mark the Ballot Papers.

Any person who from blindness, or other physical cause, *or who is unable to read*, can have the ballot marked by the Deputy Returning Officer; but the sworn agents of each Candidate *must be present* at the time to see that the D. R. O. acts fairly, and the voter must make oath (in the Form U) as to his incapacity before being allowed to vote in this way.

(1) If a person finds that another person has voted in his name—in other words, that he has been personated—he is entitled nevertheless to insist on voting, but he must take the oath marked in the schedule.

Counting the Ballots.

The Agents must remain in the polling booths and see that the ballots are properly counted.

The ballots which are not to be counted are :

- (1) Those not supplied by Deputy Returning Officer.
- (2) On which votes are given for more than one candidate, except in Hamilton, Ottawa and West Toronto, where every elector is entitled to vote for two candidates.
- (3) On which anything is written or marked by which the voter can be identified.

The objections made to any ballot should be noted by the Deputy Returning Officer. It is the duty of the Agent to see that this is done.

Important.

Before leaving the booth the Agent should obtain, and safely keep, a written statement of the result of the poll, duly signed by the Deputy Returning Officer, the Poll Clerk, and the agents present who are willing to do so.

Changes.

The chief change in the law is that if a man is on the Voter's List he is entitled to vote, no matter whether his qualification is good or bad ; it cannot be inquired into, except as to his age and his being a British subject.

APPENDIX.

FORM S.

Form of Oath of Qualification of a person whose name is registered as a voter on the list of voters.

I, (A.B.), solemnly swear (or if he is one of the persons permitted by law to affirm in civil cases, solemnly affirm)—

1. That I am the person named, or purporting to be named, by the name of
(and if there are more persons than one of the same name on the said list, inserting also his addition or occupation) on the list of voters for polling district No. in the electoral district (or municipality) of

2. That I am a British subject (by birth or naturalization, as the case may be), and that I am of the full age of twenty-one years.

3. That I have not voted before at this election either at this or at any other polling place.

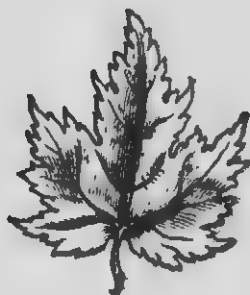
4. That I have not received anything, nor has anything been promised me, directly or indirectly, either to induce me to vote at this election or for loss of time, travelling expenses, hire of team or for any other service connected therewith.

5. That I have not directly or indirectly, paid or promised anything to any person either to induce him to vote or refrain from voting at this election. So help me God.

FORM U.

Oath of Identity by voter receiving a ballot paper, after another has voted in his name.

I solemnly swear (or if he is one of the persons permitted by law to affirm in civil cases, solemnly affirm) that I am A.B., of (as on the list of voters), whose name is entered on the list of voters, (or the exclusion of whose name from the list of voters is the subject of an undecided appeal under the provisions of "The Electoral Franchise Act," as the case may be) now shown me. So help me God. 37 V., c. 3, sch. Form P.



W. S. Johnston & Co'y, Printers, Toronto.

one's emptying into it the whole contents of the mustard-pot and the pepper-box.

But persuade, I beg of you, the Minister of Education not to publish the results of the examinations in the newspapers, no matter what the editors or the general public may say. It is legitimate enough for you to publish your list in your local paper in an inoffensive way, as one proof of your efficiency; but the publication of all the results in the city papers, even in the modified form of last year, is, to my mind, a most objectionable practice. It is the exploitation of the feature of our system that should be kept in the background. To this more than to anything else, I am absolutely certain, are due many of our most disastrous evils.

In closing this part of my subject, let me commend to you now the value of school decoration. Out of 135 High Schools, certainly not more than half a dozen have given attention to a matter which is so important in the development of taste. Chromos, usually of a most hideous type, are too often in evidence. Replace them, I beseech you, by artistic engravings, photographs or photogravures. Adorn your class-rooms and halls with busts of public men and historical and other characters and scenes; and, when next you re-cal-cimine, have suitable schemes of wall decoration. In a word, make your school building a house beautiful. Do what you can to educate your Boards—it can be done—and ask the Education Department to make it worth their while to follow your advice.

II. QUESTIONS RELATING TO TEACHING.

The most serious defect of the teaching in our High Schools is, I regret to say, the poverty of the results. A large percentage of the results are still raw and the workmanship is unfinished. For this, however, our low examination standard, not the teacher, must now be held chiefly responsible. The evils produced by this very grave defect are borne in upon me every day I visit the classes, and no sane man can suppose that the shoals of young candidates that pass Parts I and II of the Matriculation and Junior Leaving examinations—the Leaving examinations, be it remembered, for most pupils—represent satisfactory scholarship or the best possibilities of our school system. Matters are much worse now than they were some years ago. The abolition of the Primary and the domination of University ideals have lowered the standard of the Third Form examinations, and the unification of the Public School Leaving with





United States I there found a totally different state of affairs. There the pupil would say what he had to say distinctly and naturally, and on suitable topics he would speak for several minutes at a time. Probably the genius of the people and the very general attention given to declamation have something to do with this. But not all: for it was abundantly evident to me that the teachers there take great pains to secure the result I am now commending. With us the preponderating influence of the written test is, I believe, chiefly to blame. We emphasize black-board work and written examinations, and give oral answering insufficient attention. One means, I believe, of correcting this grievous fault would be to have the pupil always stand up, when his answers would involve more than a word or two. Effective work in reading and oral composition and in the literary society, will also help, especially if under a regenerated programme we are enabled to give some attention to declamation. But the teacher must, in addition, cultivate sedulously a good style of oral answering, giving when he can questions that necessitate answers of considerable length.

Here also let me warn you against the seductive charm of simultaneous and indiscriminate answering. The evil is far too common. It is the bane of the young teacher in particular; and it shows itself now and then in his older brother, when advancing years make him more introspective.

So much for matters that affect more or less all the departments of school work. The question of special methods it would, of course, be impossible for me to deal with in an address like this. And, as you know, I do discuss them at my official visits when it seems desirable, or I am requested to do so. Besides, I am not a believer in a methodology which maps out each section of a subject with a foot-rule and prescribes so many steps for this and so many steps for that. Thank Fortune, we have little of what has been aptly called "method-madness" in our High Schools! The worst teacher I ever saw was a man who had read every professional work he could lay his hands on, and who had a cast-iron method for everything he did. Versatility is a most desirable quality. The progressive teacher is continually on the look-out for new ways of presenting his subject. Novelty has a charm for him no less than for his pupils.

Notwithstanding the disrepute into which psychology has fallen in many quarters, as the natural result of the blind leading the

blind, there *is* a modern psychology which is of great value to the thoughtful teacher, and there *is* a general methodology which can be based thereon; but, for my part, I think there is more use in an ounce of good common sense than in a whole ton of the professional training that evidently passes muster in some professional schools. Don't misunderstand me; I am not referring to the Ontario Normal College. From all I can learn, much good work is being done there, considering the limitations of the situation: and I am happy to bear testimony to the improvement manifested of late years by those who enter the profession.

Under this head of my address I have gathered a few notes on the teaching of certain subjects, which, at the present juncture, may at least prove suggestive.

Business men have been complaining for years—justly, I believe—that the work in arithmetic in both our Public and our High Schools is inaccurate, and that pupils cannot deal with simple problems of a practical character. This is, of course, due to the excessive emphasis at the examination on the culture side of the teaching and to the practice of giving almost full marks for the correct principle, without maintaining a satisfactory test in accuracy or giving sufficient prominence to questions that come up in everyday life. The current, I am glad to say, seems to be setting in the right direction; but I bring the subject now before you, because there are still stretches of stagnant water that the current has not yet reached.

In English grammar, nowadays, I seldom see anything but analysis and parsing. More attention should be given, I believe, to derivation. Cowper tells us of scholars

"Who chase
A panting syllable through time and space,
Start it at home and hunt it in the dark,
To Greece, to Rome, and into Noah's ark."

Twenty years ago we also went root-hunting; but the pendulum of opinion has of late swung to the opposite extreme, and philology in the English class is now one of the lost sciences. In moderation the old-fashioned Latin and Greek roots are still useful food if properly masticated. I believe, too, notwithstanding the attitude of some of our University friends, that the systematic study of the underlying principles in the development of our own language is the first, most natural, and the easiest step to the thorough under-

standing of language in general as the instrument of the mind's operations.

For the Public School teacher arithmetic and English grammar are important subjects, and yet year after year we have the inspectors of Public Schools and the Principals of the Normal Schools complaining of the work done in the High Schools. Not without reason did my predecessor, the Principal of the Ontario Normal College, emphasize the value of the logical training to be derived from the proper teaching of these subjects. The so-called Chinese puzzle is not wholly an invention of the enemy of mankind.

As the text of my next remarks, let me quote from the lately published report of the Principal of the Ottawa Normal School:

"There is no concealing the fact that we Normal School masters find our students, with few exceptions, lamentably deficient in a cultured use of the English language. When we come to read the examination papers handed to us, we often find the good effect of a fine comprehension of the matter of the examination paper marred by deficiency in cultured expression. This defect has always been a source of great regret to me—to find the papers of a powerful thinker spoiled, destroyed by errors which should never have survived the Public School course, not to speak of the High School course. This is a weak point, a very weak point, in the qualifications of many of our teachers."

This complaint has been made so often and so long and in so many quarters, and our examination standard has been so wretchedly low, that I intend to make a strenuous effort to secure without further delay more and better attention to English composition. And by English composition I mean not simply essay-writing, the great staple of our schools, but letter writing and systematic oral composition as well—composition of all kinds, written or prepared, both at home and in school.

In view of the importance of the subject, the present provision in nearly all our schools is quite adequate; and I have asked you Principals to co-operate with me by increasing it. How best to teach the subject, I am now discussing at my official visits, and I need not take the question up here. Let me say, however, that I do not believe in the general applicability of the dictum that the more one writes, the better writer he invariably becomes. The dictum holds true in the case of the person, usually an adult, who is anxious to improve himself and is able to act as a self-critic. But, if this is the state of mind of most High School pupils,

especially in the lower forms, all I can say is that my experience is sadly at fault. Our pupils need to write under competent criticism. Without it, *their* errors are simply ingrained. Let me warn you also against attaching too much importance to the study of models, especially in the junior classes. In the old days, the correction of false syntax was the staple of composition teaching. If I am to judge from what I see now, there is reason to fear that this defect is being replaced by another—too much rhetorical analysis and too much study of models. In my humble judgment, there is no other subject to the teaching of which the dictum, "We learn to play on the harp by playing on the harp," applies with greater force; and there is no other subject for which individual supervision is so much needed or for which, in the case of the junior pupil at any rate, a text book can be more easily dispensed with. The best text book is the pupil's own work. Paucity of ideas and meagreness of vocabulary—these are your main obstacles, especially with pupils who came from uncultured homes or who have no taste for reading. In addition to preparatory work in the class, the use of the library, both school and public, should, therefore, be systematically encouraged, in addition to the provision of a good course in English literature for Forms I and II, and of supplementary reading in Forms III and IV.

Rhetoric for examination purposes should not appear in our remodelled programme before Form IV. Until then it should simply be taken up incidentally as part of the composition lesson. But even under present circumstances, a few weeks' systematic treatment of the information thus obtained will amply suffice for the examination.

Reading the compositions is, I well know, a most laborious task; and, although the principle of the division of labor is an excellent one, it must give way to due consideration for the physical capability of the teacher. The work should be divided, so that no one shall be unfairly burdened, and, when possible, the teacher of composition should also be the teacher of the literature or the history of the form.

As to English literature: the texts prescribed for Forms III and IV must always be the backbone of the work in these forms. Next year, as you know, it is proposed to have a play of Shakespeare's in Form III, in addition to certain selections from other poets. This is the beginning of a reform which has been long delayed, but its object will be defeated if the English teacher bases on it a claim

for additional time or proceeds to deal with the play as has hitherto been customary in Form IV. Even in Form IV, let me say, there is now altogether too much minute, and especially too much so-called aesthetic criticism—criticism which often makes the study a hated toil instead of a heartfelt pleasure and has often defeated the true purpose of the course. The teacher who fails to produce in his pupils a love for literature is the dearest kind of failure even if he tops the Province at the July examinations.

So far as the play of Shakespeare is concerned—and I believe I speak with authority—the candidate will be required simply to know the meaning of the text and to have read it often enough to be thoroughly familiar with it. Now, at least, the teacher may give minute and especially aesthetic criticism the go-by for the nonce. Now he may bury Dowden and Moulton "deeper than e'er plummet sounded." The appreciation of the play will come if the pupil is capable of it: you cannot make him appreciate it by precept. The subtlest and best qualities of literature defy analysis, and can be approached only in the dumb submission of admiration and delight. Dull, indeed, must he be of soul who could pass them by. Memorization of the finest passages is prescribed by the regulations. Let me ask our younger brethren to exercise a wise and economic discretion in making their selection. Don't, pray, ask your pupils to memorize some passage for each day's lesson. This is simply cruelty to animals. Select, as prescribed, only the finest passages. You may miss the passage selected by the examiner; for examiners, like "ither mighty men," have their off days; but, at the worst, this means the loss of only a few marks, and what is that compared with the waste of time and energy involved in learning by heart matter, good enough in its place, but not worth storing in the treasure house of the memory?

Let me also advise you very strongly to discard the High School Reader as soon as you can, and to use instead in Forms I and II unabridged works of a proper character. Three or four, including a play of Shakespeare's, ("The Merchant of Venice" for Form I, and "Julius Caesar" for Form II) should be read each year. For the special drill of the reading class select therefrom suitable passages. Aim at securing the habit of intelligent and intelligible reading, not at dealing with every conceivable difficulty. Leave as much as possible to the pupils' stimulated intelligence.

Reading, I may here add, is prescribed as part of the Literature course, and the regulation is pretty generally observed. But its

observance is, I say it with regret, in nearly every case little better than a form. You "keep the word of promise to our ear and break it to our hope." Reading with feeling and expression is what is wanted, and the teacher should himself always be a good reader. "Thoughts that voluntary move harmonious members" appeal to the intellect and the emotions far more through the ear than through the eye.

As to the Languages: the neglect of pronunciation is a most glaring and far too general a defect. In some ways, I believe, the introduction of the continental mode of pronouncing Latin has been a mistake. To the ordinary public the system seems grotesque, and it cannot be followed in common intercourse in the pronunciation of proper names. Quantity, a necessary detail, is too often neglected, and what the general gain has been I have so far been unable to see. For the present situation some of the universities, I am told, are primarily responsible. There the professors and the lecturers are said not to be agreed among themselves. There a lapse in quantity or a mispronunciation is frequently ignored. In Moderns the pronunciation of German is more easily acquired than that of French, and is accordingly better. But the pronunciation of French is generally poor, even in the highest forms. As in the case of Classics, there are some teachers whose own pronunciation is not so good as could be desired; but there are few, indeed, who are not fairly capable. The examination octopus, with its far-reaching tentacles, is, of course, chiefly to blame. But you might do more than you do. Experience convinces me that there are few cases in which, with a little systematic care, especially at first, you may not succeed in getting at least fair results without imperilling the chances of the July examination.

As to Science: the methods and the results in Physics and in Chemistry in particular, are now, on the whole, as good as the courses of study, the equipment, and, above all, the examinations will permit. In Botany, however, even if regeneration of the Science course is delayed, the necessary improvement may be made at once, now that we are free from the stress of the examination. Plants, in our lowest form at least, have been treated as dead things—analyzed, classified and recorded in a note-book, or stowed away in a herbarium just as minerals are in a cabinet. Pupils have not realized that plants are as much alive as animals, and that, like them, they have life problems for us to study. The

modern emphasis on physiology and oecology is a protest against what has been aptly termed the style-and-stigma botany of the schools.

Now a word as to the best means of improving generally your professional skill. Every teacher, I need not tell you, should read the best professional works that appear from time to time, and should be a subscriber to at least one good professional magazine. Our ideals in education, like our ideals in many other departments of human thought and activity, are continually undergoing evolution, and the progressive teacher cannot afford to ignore any movement that concerns any part of the sphere of education. I think I can hear some of you say, "Oh, this is only the old story over again." Of course it is. The question for some of you is, "Does the old story need to be told over again?"

Twenty years ago, during Dr. Ryerson's *regime*, the teacher had the right by regulation to take a week off each year for visiting other schools. In the United States some School Boards give a teacher who has served them for some time, leave of absence for a whole year—just think of it, for a whole year!—with full salary, too, that he may travel and improve himself. You and I, however, will have disappeared from off this earthly scene before the average Ontario School Board can be induced to follow suit. Some of our trustees are liberally enough disposed; the ratepayer isn't. Now and then the spirit is willing; the purse it is that is always weak. You might be let off, however, for a few days to visit other Ontario schools, with an occasional excursion across the line, at your own expense I am afraid; but even thus your reward will be great. "Iron sharpeneth iron, so a man sharpeneth the countenance of his friend."

To the younger teacher I have a word of further advice. The University of Toronto now offers two pedagogical courses leading to the degrees of B.Pæd. and D.Pæd., and Queen's University, I am told, intends to offer a pedagogical course leading to the degree of Ph.D. Take one of these courses, by all means. For the older teacher, the work of reading for an examination may be too exacting. For you, however, fresh from your college halls, the task is a comparatively easy one, and the courses of reading thus offered will be of infinite service to you in your future career.

III. RELATIONS TO YOUR LOCAL PUBLIC.

So far I have offered you suggestions on the subject of your professional work; I have now to offer you some on the subject of your relations to your local public.

How can the High School, in addition to its direct work of teaching, become an important and beneficent factor in the life of the community?

My answer to this is: Be a good citizen as well as a good teacher.

It is a mistake to live for one's self alone, either personally or professionally. Take an active, but *judicious*, part in all matters of local importance in which your influence can be felt. I emphasize the word "*judicious*," for you need to remember that you are public servants—the servants of all political parties and of all religious denominations.

So much depends upon the conditions and upon the character of the teacher, that it would be impossible for the most experienced to define the actual sphere of your influence. Speaking generally, however, I should say that the teacher must avoid a situation in which, whether the question is one of morals or of policy, he is likely to make himself offensive to any important section of the community. Have not, however,

"Too much respect upon the world:
They lose it that do buy it with much care."

But there are many avenues of usefulness open to all of you. You can take part in the management of the Public Library—a most important adjunct of your school. *You* are the custodians of the interests of by far the most important part of the community—the rising generation—and who, in the community, can be so well fitted for the task of selecting their literature as you are? You can also organize suitable lectures and entertainments in connection with your schools. Besides such local talent as may be available, you can secure the University extension and other outside lecturers. The experience of the Lindsay Collegiate Institute, in particular, also shows that our leading public men can on occasion drop the role of politician, and gracefully and effectively aid in the good work of educating the public. Nor should I omit yourselves. Some of the most useful and successful addresses I have heard of have been given by members of the High School staffs.

Cultivate also the good-will of the parents and the citizens generally, and have them attend the public meetings of your literary societies. All this should be done from higher motives; but, as a matter of fact, in following this course, you are taking a most effective means of keeping your school before the public, and of educating the public to the advantages of higher education. Many a High School, indeed, is not so popular as it should be, simply because the people do not know the character of its work.

And, even outside of matters which are more or less directly connected with your professional work, there are others in which you can take part. One Principal tells me, for example, that he has held offices ranging in importance from the treasurership of the junior football club to the presidency of a local loan society. The presidency of a loan society! This last statement, I must confess, I make with some hesitation. It is really so surprising, that I feel bound to add that, although hitherto I have always found this Principal to be thoroughly reliable, I intend to verify it when next I visit the town he lives in.

It is also part of your duty to cultivate the friendliest relations with your professional brethren in the locality—your own colleagues, the Public School Inspector, and the Public School teachers—and, in particular, to attend the County Teachers' Convention. The amount of professional benefit you yourselves may derive from such meetings may sometimes not be great, but you may be of service to others. Besides, the Public School makes the High School, and, even from personal motives, you are bound to advance its interests in any way you can.

Your school is almost always the highest educational institution in your locality. Make it, in the best sense of the term, a local university. You, yourselves, are at least amongst the best educated. Be the educational leaders of your community. If you Principals, too, are the men you should be, and your trustees are not of an exceptional type, you will besides control your Boards in all matters in which as teachers you are directly concerned. I have, indeed, known the appointment of a Principal of strong personality to change wholly in a very few years the attitude of his Board and of the local public towards High School affairs. From being penurious, the Boards have become liberal; and, from being opponents of higher education, many of the public have become its most ardent supporters. Take my word for it, the success of a school depends infinitely more on the character of its staff than it does

on equipment or on accommodations, important though these must always be.

This suggests another point. As teachers, your daily duties debar you from obtaining that important part of education which others obtain in the ordinary course of business by rubbing shoulders with the world. For six hours a day your word is law, and for six hours a day you are dealing with immature minds. If your character is to become what it should be, you must deliberately put yourselves in the way of securing that training which comes insensibly to others, and the want of which has sometimes marked us out from our fellow-men. You can be a scholar without being a recluse.

IV. RELATIONS TO THE GENERAL PUBLIC.

Now for another, a broader and equally important question.

Have the High School teachers as a body the standing in the Province and the weight in matters of educational policy which their professional attainments and the importance of their duties entitle them to? My answer is: Hitherto you have not.

Your positions, it is true, are, in some ways, less independent than those of the members of the other professions. You are the paid servants of a local public, and, in a measure, the servants of a political head. How these act as obstacles I need not point out. You know at least as well as I do. But these obstacles are not so serious as they seem, and I congratulate the Association on having this year at least struck a bolder note.

The members of the National Educational Association have many of your embarrassments and others perhaps even worse, and yet its reports and recommendations have of late years practically directed the course of education in the United States. Is this true of the Educational Association of Ontario? Is it true of the College and High School section? A few of you have weight, but it is the weight of personal influence. As a body—pardon me for speaking plainly—your influence is not what it should be.

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

One cause, and probably the main cause, is your want of solidarity. There are few subjects on which you have been fairly united. Twenty years ago it was different. But then there were no sections and subsections of this body, and then the reign of the

specialist had not begun. Disputes about minor points have sometimes blinded you to the importance of larger issues and prejudiced the public against you. Take the programme of studies, for example, including the question of options. Their proper correlation cannot be determined by the independent action of different sections, each of which thinks wholly or almost wholly of itself; or by your action as a body so long as your findings are the haphazard results of a struggle amongst clashing interests. Here I may say, I trust without offence, that it has always seemed to me most unfortunate that the University Honor courses specialize so soon. In a University, as well as in a High School, liberal culture with its broadening influences is at first even more to be desired than high scholarship in special departments. The latter is sure to come.

Permit me to suggest that it would be well if your subsections confined themselves to work of a purely professional character—Pedagogy and Scholarship—leaving matters of general policy to the College and High School section, or to the General Association, according to the scope of the interests they concern.

While, also, it is eminently proper to have proposals discussed from all points of view, even from that of the youngest assistant, the conclusions based thereon should be settled by a small representative committee of your ablest and most experienced members. There is no other subject in which ripe experience and well-balanced judgment are more imperatively needed than in the one you deal with, and the conclusions of such a representative body should be loyally accepted by all of you. If, however, the future of our schools is to be settled on any other basis than that of educational principles—if those in authority are to please this body of specialists or that body, to placate the Public School inspectors, or the Public School masters, or the University professors, or it may even be to see to it that the examination fees are proportionately divided—then all I can say is: Heaven help our schools!

It is not enough, either, to ask once for what you want. You must keep on asking for it till you get it. Persistent efforts, let me tell you, may be needed to strengthen the hands of those who sympathize with your aims, and it is even possible that persistent efforts may be needed to turn the scale in your favor, when other considerations give pause to those in whose hands the settlement rests.

Another reason for the small influence of the College and High

School section is, I believe, the part still played by the Universities. It would be ungenerous to forget that some of the University men are amongst your ablest and most useful members, but a good many are not members, or are only occasional visitors. The situation is certainly better than it was eight or ten years ago, but there is not yet that sympathy between the Universities and the High Schools, which would redound to the advantage of all parts of our educational system. Nay, further, some of our University men—and I venture the statement in the friendliest spirit—show a singular ignorance of the condition and requirements of primary and secondary education. In the United States it seems to be different. There the highest functionaries of the leading Universities—of Harvard, of Yale, of Columbia, of Chicago—are more than critics; they take an active and intelligent part in the deliberations of the National Educational Association, and are the leaders in every movement that makes for progress in national education.

On one other matter I have a word to say. You should have a school journal, worthy of you, in which to discuss matters of professional and of public importance. Two proprietary magazines, it is true, even now exist; but, with all due respect to their claims, neither of them can be said to represent fully—as yet, at least—the aims and necessities of our secondary schools.

I had intended to discuss the desirability of a superannuation system; but this is now unnecessary in view of the Premier's announcement in to-day's papers that he contemplates preparing a scheme for submission to the next Legislature. The teacher is a sort of civil servant, and as such he has claims upon the public which cannot be urged by the other professions. Here let me say that we are justified in describing our calling as a profession. The high importance of your duties everyone admits. Your education, too, costs in both labor and money at least as much as that of the ordinary professional man, and you now enter the schools almost invariably to make teaching your life work. It was not so fifteen years ago. Then the voice of the carpet-bagger was heard in the land. But, in the process of educational reconstruction, the carpet-bagger has almost disappeared.

I have always seen much to commend in Dr. Ryerson's superannuation scheme; and, while owing to the growth of the profession, it might in the eyes of an unsympathetic generation have turned out to be on too liberal a scale, there is reason to regret that it was abolished, not remodelled. School Boards have now, it is true, the

power to pension deserving teachers, but it will be long before public opinion will justify many of them in availing themselves of the provisions of the statute. It is, as you know, often hard enough now to get the money actually needed for current expenses. Under these circumstances the Premier's announcement will be hailed with pleasure. Hope, however, sometimes tells a flattering tale, and it would be well for you to see to it that your interests are properly presented and properly pressed.

CONCLUSION.

Now let me close this long-winded budget of suggestions by offering you a little fatherly counsel. I say "fatherly," for over forty years' service in the cause of secondary education surely entitles me to at least the privileges of age.

Plutarch tells us that when Demosthenes was asked what was the first part of oratory, he answered "Action"; and which was the second, he answered "Action"; and which was the third, he still answered "Action." If one of us had asked the late GEORGE PAXTON YOUNG, of immortal memory, which was the first part of teaching, and which the second, and which the third, his answer in each case would, I am certain, have been "Enthusiasm." No one who knew him can doubt it. Carlyle, too, tells us that the *pou sto* Archimedes wanted to move the world, was enthusiasm; and, in the moral world at anyrate, Carlyle is undoubtedly right. Nothing great can be achieved without enthusiasm, and it is wonderful what it does achieve. With enthusiasm, the teacher's work is effective even when some of his sins are red as crimson. Without enthusiasm,

"Duller shouldst thou be than the fat weed
That roots itself in ease on Lethe's wharf."

There are, I believe, two main requisites of enthusiasm. The first is Good Health. Let nothing keep you from your daily exercise in the open air—neither rain nor snow, nor heat nor cold. Look well also to the ventilation of your class-rooms. Under the benign influence of a well-regulated liver, you will find that worry, the teacher's heritage, is robbed of half its terrors, that cases of discipline are fewer or are more easily dealt with, and that every hour you teach you have "the soul's calm sunshine and the heartfelt joy."

The other grand requisite of enthusiasm is Reading. I have already spoken of the necessity for professional reading and high scholarship. I now mean more than this. I mean wide and varied reading. "Reading maketh a full man." Out of your abundance you will have a wealth of resource and of illustration that cannot fail to give life and freshness to your daily task. Only thus, too, can you surely broaden your sympathies and avoid that narrowness of mental vision which doth so easily beset us. Books are, indeed, a pool of Bethesda whose waters the Angel of Desire may continually trouble. Here there need be no limitation. The last will be healed as well as the first. Here the strong will be made stronger, and here our impotent folk—the blind, the halt, and the withered—will be made whole of whatsoever disease they may have. Nay, more;

"Books, we know,
Are a substantial world, both pure and good.
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow."